DOCUMENT RESUME

ED 227 084 SP 021 950

AUTHOR Weber, Wilford A.
TITLE Increasing Teacher Classroom Management Competence.
PUB DATE Feb 83
NOTE 44p.; Paper presented at the Annual Meeting of the American Association of Co.leges for Teacher Education (Detroit, MI, February 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Classroom Techniques; *Course Content; *Education Courses; Higher Education; Program Effectiveness; Teacher Education; *Teacher Effectiveness; *Teacher Improvement; *Teaching Styles; Time on Task
IDENTIFIERS Analytic Approach; Pluralistic Method; University of Houston TX

ABSTRACT

This three-section paper describes a course for teachers on classroom management, offered at the University of Houston (Texas). The first section describes the course's analytic-pluralistic approach to classroom management. The four-stage process is outlined, in which the teacher: (1) specifies classroom conditions desirable to foster student on-task behavior; (2) analyzes existing classroom conditions to identify discrepancies between them and those deemed desirable; (3) selects and applies managerial strategies that will correct or come close to correcting the situation; and (4) assesses managerial effectiveness by evaluating efforts that may or may not have brought about the desired conditions. Section 2 discusses several studies that have influenced the content of the course. Section 3, which reviews a number of studies that investigated the course's effectiveness, shows evidence that the course does have an impact on teachers' attitudes and behaviors. Appendices of actual course material include: the two instructional modules used for the class, suggested readings, sample managerial objectives, sample practice exercises, sample case studies, and post-assessment materials. (JM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227084

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Wilford A. Weber
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INCREASING TEACHER CLASSROOM MANAGEMENT COMPETENCE

Wilford A. Weber
University of Houston

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Introduction

The purpose of this paper is threefold: (1) to briefly describe a course designed to increase the classroom management effectiveness of preservice and inservice teachers; (2) to briefly describe several studies that have influenced the content of the course; and (3) to briefly describe several studies that have examined the effect of the course.

Empirical and Conceptual Basis for the Course

A growing body of teacher effectiveness research suggests that student on-task behavior--student engagement in the activity in which the teacher expects the student to be engaged (Evertson and Anderson, 1977, page 8)--is related to certain student outcomes. For example, a number of studies have found that student on-task behavior is positively related to student academic achievement (Berliner and Rosenshine, 1976; Bloom, 1976; Coker, 1977; Medley, 1977; Rosenshine, 1977; and Rosenshine and Berliner, 1978). In addition, several studies have found that a disruptive classroom environment--a situation in which students are exhibiting off-task behavior--is negatively related to student academic achievement in the basic skills (Coker, 1977; Good and Grouws, 1977; Medley, 1977; and Rosenshine, 1976). These findings suggest that student on-task behavior is an important mediating variable between teacher behaviors and student academic outcomes. The results also imply that teachers should be encouraged to exhibit behaviors that promote student on-task behavior.

Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Detroit, February 1983.

SP 021 950

Initial efforts to identify those teacher behaviors that are related to the establishment and maintenance of student on-task behavior--and the prevention of student off-task behavior--seem to support the position that those teacher behaviors that are most effective in establishing and maintaining student on-task behavior and in preventing student off-task behavior are managerial rather than instructional teacher behaviors. That is, there is a growing body of research that suggests that teacher managerial behaviors--those behaviors the teacher uses in attempting "to create and maintain conditions in which instruction can take place effectively and efficiently" (Weber, 1977, page 287)--may be more effective in promoting student on-task behavior than teacher instructional behaviors--those behaviors that are "intended to facilitate the student's achievement of specific educational objectives directly" (Weber, 1977, page 287).

These initial efforts indicate that certain teacher managerial behaviors are related to student on-task behavior--and to student academic achievement (Anderson and Evertson, 1978; Berliner and Rosenshine, 1976; Bloom, 1976; Coker, 1977; Goldstein and Weber, 1979, 1980, and 1981; Good and Grouws, 1977; Medley, 1977; Rosenshine, 1976 and 1977; and Rosenshine and Furst, 1973, for example). In addition, several studies have suggested that teacher instructional behaviors are not effective in promoting student on-task behavior or student achievement in the absence of effective teacher managerial behaviors (Berliner, 1978; and Anderson and Evertson, 1978). More specifically, there seems to be both empirical and conceptual support for the position that those teacher managerial behaviors that might be categorized as behavior modification, group process, or socioemotional climate managerial strategies are positively related to student on-task behavior and student academic achievement while those teacher managerial behaviors that might be categorized as authoritarian, cookbook, instructional, intimidation, or permissive managerial strategies are either not related or negatively related to student on-task behavior--and to student academic achievement (Dunkin and Biddle, 1974; Goldstein and Weber, 1979, 1980, and 1981; and Weber, 1977 and 1982a).

This position provided an empirical and conceptual basis for the design, development, and implementation of a course that is intended to provide teachers with training that will increase their managerial effectiveness through the use of a managerial approach which has been called the analytic-pluralistic approach (Weber, 1982a).

The Course

The course is a three credit-hour course that is intended to increase the classroom management competence of teachers. One version of the course has been designed as an elective course for undergraduate teacher education students; a slightly different version of the course has been designed as a graduate course for inservice teachers. A copy of the syllabus for the graduate version is provided in the Appendices. Both the undergraduate version and the graduate version stress the analytic-pluralistic approach to classroom management.

The analytic-pluralistic approach views classroom management as a four stage process in which the teacher: (1) specifies those classroom conditions he or she deems desirable--those particular conditions the teacher feels will foster student on-task behavior and prevent student off-task behavior; (2) analyzes existing classroom conditions in order to identify discrepancies or potential discrepancies between the existing conditions and those deemed desirable; (3) selects and applies those specific managerial strategies he or she believes have the greatest potential for narrowing the discrepancies between existing and desirable conditions given a particular situation, his or her analysis of that situation, and his or her managerial objectives; and (4) evaluates his or her managerial effectiveness by monitoring and assessing the extent to which his or her efforts have brought about the conditions deemed desirable--the extent to which his or her managerial objectives have been met. The course is built on a series of instructional objectives which call for the student to demonstrate mastery in applying the analytic-pluralistic approach in his or her classroom.

Both the undergraduae version and the graduate version of the course consist of two instructional modules--Classroom Management: I and II. The first module is based on the assumption that "the teacher's competence relevant to classroom management is largely a function of his or her understanding of the dynamics of effective classroom management." The purpose of the module is to enable the student to more effectively cope with classroom management problems by helping him or her "to more fully understand the management dimension of teaching." More specifically, because no single approach to classroom management has been found to be best in all situations, it is the intent of the first instructional module to help the student "better understand eight different approaches to classroom management." This intent is predicated on the assumption that the student will be more effective with regard

to classroom management if he or she understands the full range of managerial strategies implied by each of those approaches and is able to then select and apply those specific strategies most appropriate to each particular situation. These assumptions provide the basis for five instructional objectives:

1. The student will define the term 'classroom management,' differentiate the instructional and managerial dimensions of teaching, and make a case for the importance of effective classroom management.
2. The student will describe the four stages of the analytic-pluralistic classroom management process.
3. The student will specify classroom conditions deemed desirable because they promote student on-task behavior and facilitate effective and efficient instruction.
4. The student will analyze existing classroom conditions and identify managerial problems, potential managerial problems, and desirable conditions.
5. The student will describe the nature and dynamics of the authoritarian, intimidation, permissive, cookbook, instructional, behavior modification, socioemotional climate, and group process approaches to classroom management.

The second instructional module is predicated on the assumption that "an understanding--even a thorough, in-depth understanding--of the nature and dynamics of classroom management is but the first step to becoming competent with regard to the managerial dimension of teaching." The module is based on the view such an understanding "serves as a sound conceptual foundation on which to build the ability to selectively and creatively behave in ways that are effective in the consequences they bring about in students; that is, the ability to appropriately use that full range of managerial strategies by which teachers establish and maintain classroom conditions which facilitate effective and efficient instruction and the appropriate behavior of students." The undergraduate version contains the first three of the following instructional objectives; the graduate version contains all four:

1. The student will describe and make a case for ten managerial strategies he or she believes to be effective.
2. The student will analyze a given classroom situation and describe and justify the managerial strategy or strategies most likely to be effective in facilitating and maintaining those classroom conditions deemed desirable.
3. The student will design a data-gathering instrument and a set of data-collection procedures that might be used to evaluate his or her managerial effectiveness within a specified context.
4. The student will evaluate his or her managerial effectiveness.

Both versions of the course utilize the same text materials--Chapter 8, pages 281-363 of Classroom Teaching Skills (Weber, 1982a). The content of this chapter very closely parallels that in the course; for example, the objectives in the chapter are identical to those in the undergraduate version. The chapter provides explanations, practice exercises, and mastery tests that supplement the class lectures, discussions, and practice exercises. The sample course schedule included in the Appendices provides some indication of how the text materials are used to complement class presentations. In addition to the text materials, students are encouraged to "read broadly." It is recommended that students "'sample' from books that represent different viewpoints regarding classroom management." It is suggested that the student select from the books listed in the "Additional Readings" section of the chapter, pages 360-363; in particular, it is recommended that the student read several of the books listed in "Suggested Readings," a handout. A copy of the handout is included in the Appendices.

Assessment of the student's achievement of the objectives in the first module is accomplished through the use of a pencil-and-paper test on which the student is expected to achieve ninety percent accuracy. The Appendices provide a sample test. The assessment procedures used to evaluate the student's achievement relevant to the objectives of the second module consist of three parts: (1) a paper in which the student justifies ten classroom management strategies he or she believes are effective; the Appendices include a sample of one such description and justification; (2) a paper-and-pencil test in which the student is asked to describe and justify classroom management strategies appropriate to a series of verbally described simulated classroom management situations; the student does this in a timed setting; a sample of seven classroom management situations used in such a post-assessment are presented in the Appendices; and (3) a report in which the student presents and describes the data-gathering instrument he or she used to evaluate his or her managerial effectiveness, and summarizes the results obtained through the use of that instrument and those procedures. The post-assessment procedures appear to provide valid information concerning the student's mastery of the objectives of the modules.

As noted earlier, class meetings include several practice exercises. Samples of several of these are provided in the Appendices. In addition, class time is used to discuss student responses to the practice exercises and mastery

tests included in the text materials.

Course Effectiveness

Two different sorts of procedures have been used to examine the effectiveness of the course: (1) student evaluations; and (2) empirical investigations. College policy requires that each course be evaluated by students. In the Department of Curriculum and Instruction--the department in which the undergraduate and graduate versions of this course are housed, a thirty-six item questionnaire is completed by each student. Student ratings--using a five-point scale with five being high and one being low--most typically yield mean scores in the 4.5 to 4.8 range across the thirty-six items. Written comments suggest that students perceive the course to be a valuable experience, one that was effective in helping them to become more competent in the area of classroom management. Words such as practical, useful, meaningful, and helpful are commonly used to describe the course. Undergraduate students--who take the course as an elective--often suggest that the course should be made a part of the teacher certification requirements. Graduate students often indicate that they wish they had had the opportunity to take such a course as an undergraduate. All the evidence from student evaluations suggest that students perceive the course to be highly effective.

Several studies have examined the course's impact (Peacock and Weber, 1980; Weber, Cunningham, Goldstein, Peacock, and Berneman, 1980; and Weber, Goldstein, Cunningham, Berneman, Weber, and Peacock, 1979). These studies represent a series of investigations that sought to assess the impact the course had on the managerial preferences and managerial behaviors of beginning and inservice teachers. Here they are referred to as the Pre-Post Study, the Matched-Pairs Study, and the Beginning Teacher Study.

The Pre-Post Study was designed to allow an investigation of the extent to which the attitudes of those who successfully completed the course changed as a result of that experience. The sample consisted of fourteen elementary school teachers from five public school districts in a large metropolitan area. The results of the Pre-Post Study are reported in Table 1 on the next page. It was found that teachers in the sample became significantly more positive in their attitudes toward behavior modification, group process, and socioemotional climate strategies and became significantly more negative (or less positive) in their

Table 1

Summary of Results Obtained from Analysis of Pre-Post Teacher Attitude Data Using t-Test of Significance

Teacher Attitude	Hypothesized Difference	Pre		Post		t	df	p	Conclusion
		Mean	SD	Mean	SD				
Behavior Modification	$T_1 > T_2$	6.72	0.39	7.99	0.34	3.12	13	.008	Accepted
Group Process	$T_1 > T_2$	6.98	1.35	8.22	1.00	3.25	13	.006	Accepted
Socioemotional Climate	$T_1 > T_2$	8.50	1.17	9.61	0.64	4.63	13	.001	Accepted
Authoritarian	$T_1 < T_2$	4.52	1.22	3.74	0.75	2.33	13	.008	Accepted
Common Sense	$T_1 < T_2$	3.24	0.68	2.94	0.73	1.21	13	.248	Not Accepted
Instructional	$T_1 < T_2$	7.06	1.58	5.51	1.54	4.03	13	.001	Accepted
Permissive	$T_1 < T_2$	1.96	0.18	1.45	0.10	2.75	13	.016	Accepted

attitudes toward authoritarian, instructional, and permissive strategies as a result of training. Teacher attitude change concerning common sense (cookbook) strategies did not reach statistical significance. These findings seem to suggest that the course did have the desired effect on teacher attitudes.

Additionally, it is interesting to note that the posttest mean scores indicate that the teachers were far more positive toward socioemotional climate, group process, and behavior modification strategies than toward instructional, authoritarian, common sense, and permissive strategies. Although the study was not designed to test the significance of these differences, it seems reasonable to suggest that these results lend additional support to arguments that the course had the desired impact.

The Matched-Pairs Study was designed to enable an examination of the extent to which: teacher attitudes, teacher managerial behaviors, and student on-task behavior differed for teachers who had successfully completed the course and those who had not. A post-test only, control group with matching design was utilized. The sample for the Matched-Pairs Study consisted of fourteen matched pairs of elementary school teachers from nine public schools in a large metropolitan area. One teacher of each pair had successfully completed the course from six to eighteen months prior to the study; the other teacher in each pair received no such training. Each pair of teachers was matched with regard to sex, grade level taught, school district, socio-economic status of students, and type of classroom organization. To the extent possible, each pair was also matched with regard to class size, level of formal education, years of experience, and chronological age. Teacher attitude data were collected using a self-administered questionnaire; teacher and student behavior data were collected using an observation system. The results of the Matched-Pairs Study are reported in Table 2 on the next page.

The findings suggested that teachers who had completed the course were significantly more positive in their attitudes toward behavior modification, group process, and socioemotional climate strategies and significantly more negative in their attitudes toward authoritarian and instructional strategies than were teachers who had not completed the course. Although mean score differences with regard to common sense (cookbook) and permissive strategies were in the expected direction, they did not reach statistical significance.

Table 2

Summary of Results Obtained from Analysis of Teacher Attitude, Teacher Behavior, and Student On-Task Behavior Data Using t-Test of Significance

Variable	Hypothesized Difference	Trained		Untrained		t	df	p	Conclusion
		Mean	SD	Mean	SD				
Teacher Attitude									
Behavior Modification	T>U	7.11	0.91	5.36	1.11	4.56	26	.001	Accepted
Group Process	T>U	8.96	0.74	7.53	2.17	2.34 *	16	.017	Accepted
Socioemotional Climate	T>U	9.19	1.19	7.91	1.62	2.39	26	.013	Accepted
Authoritarian	T<U	4.35	1.47	5.35	1.13	2.01	26	.028	Accepted
Common Sense	T<U	3.16	0.50	3.73	1.35	1.48 *	16	.079	Not Accepted
Instructional	T<U	5.18	1.03	6.80	1.62	3.15 *	22	.003	Accepted
Permissive	T<U	1.49	0.50	2.42	2.33	1.46 *	14	.083	Not Accepted
Teacher Behavior									
Behavior Modification	T>U	20.75	12.04	13.60	7.84	1.86	26	.037	Accepted
Group Process	T>U	22.32	8.38	10.78	10.22	3.26	26	.002	Accepted
Socioemotional Climate	T>U	23.28	16.19	9.97	6.29	2.87 *	17	.006	Accepted
Authoritarian	T<U	27.62	13.77	51.34	17.94	3.92	26	.001	Accepted
Common Sense	T<U	0.33	0.94	2.53	2.80	2.78 *	16	.007	Accepted
Instructional	T<U	4.93	3.72	8.06	6.05	1.65 *	22	.057	Not Accepted
Permissive	T<U	0.77	1.47	3.72	7.30	1.48 *	14	.080	Not Accepted
Student On-Task Behavior	T>U	93.93	4.22	90.37	7.38	1.57 *	21	.066	Not Accepted

*F test indicated unequal variance; approximation to t was computed.

Again, it is of interest to note that an examination of the mean scores for those who completed the course indicates that they showed a clear preference for the socioemotional climate, group process, and behavior modification strategies. The teacher attitude findings seem to lend support to the argument that the course was effective.

The results obtained with regard to the teacher behavior data were equally encouraging. The findings suggested that the teachers who had completed the course exhibited significantly more behavior modification, group process, and socioemotional climate behaviors in their teaching than those who had not completed the course. Additionally, the trained teachers exhibited significantly fewer authoritarian and common sense (cookbook) behaviors than did the untrained teachers. Although mean score differences obtained with regard to instructional and permissive managerial behaviors were in the predicted direction, neither quite reached statistical significance. These results provide further support for the position that the course was effective.

The results obtained with regard to the student on-task behavior data yielded mean score differences in the predicted direction; however, these differences did not quite reach statistical significance. In spite of that, these findings are very encouraging when one takes into account the difficulties associated with the study of student outcome measures and the rather small sample here.

The Beginning Teacher Study was designed to enable an examination of the extent to which managerial preferences and managerial behaviors of first year teachers who completed the course differed from those of first year teachers who had not completed the course. A pretest-posttest, one-group only design and a posttest only, control group with matching design were selected for the purposes of the study. The trained group consisted of eleven beginning elementary school teachers from eight schools in a large urban school district; the untrained group consisted of eleven teachers from the same eight schools. Each pair was matched as closely as possible with regard to personal characteristics and the nature of their teaching setting. On the whole, the untrained teachers had more experience than did the trained teachers inasmuch as the trained group was composed of only first year teachers. A questionnaire was used to collect attitude data and an observation system was used to collect behavior data.

The results of the study are summarized in Tables 3, 4, and 5 which follow. Table 3 summarizes the results obtained from an analysis of the pre-post managerial approach preference data. The results indicated that the trained teachers became significantly more positive in their attitudes toward behavior modification, group process, and socioemotional climate strategies and became significantly more negative in their attitudes toward authoritarian, commonsense (cookbook), intimidation, and instructional strategies. The results also showed that the trained teachers became significantly more positive about the analytic-pluralistic approach--the use, in combination, of behavior modification, group process, and socioemotional climate strategies. Teacher attitude change with regard to the permissive approach was not statistically significant. These findings lend strong support to the notion that the courses were effective in influencing the teachers' perceptions regarding the various managerial approaches.

The results obtained from analyses which compared the preferences exhibited by the trained teachers to those exhibited by the untrained teachers are reported in Table 4. As predicted, the trained teachers held significantly more positive attitudes with regard to behavior modification, group process, and socioemotional climate strategies and with regard to the analytic-pluralistic approach. Also, the trained teachers had significantly more negative attitudes with regard to common sense, authoritarian, and intimidation strategies. Differences with regard to the instructional approach were in the predicted direction but did not reach significance. The results obtained concerning the permissive approach showed virtually no difference; both groups saw it to be ineffective. These findings lend further support for the contention that the course was effective in helping participants.

Table 5 presents a summary of the results obtained from analyses that compared the managerial behaivors exhibited by the trained teachers to those exhibited by the untrained teachers. The results indicated that the trained teachers exhibited statistically significantly more socioemotional climate managerial behaviors, more analytic-pluralistic managerial behaviors, and fewer authoritarian managerial behaviors than did the untrained teachers. Although the differences found with regard to the remaining approaches were in the predicted direction, none reached statistical significance. The findings do suggest that the course was somewhat effective in influencing the managerial behaviors of those who completed the course.

Table 3

Summary of Results Obtained from Analysis of Pre-Post Teacher Managerial Preference Data Using Wilcoxon Matched-Pairs Signed-Ranks Test of Significance

Variable	Hypothesized Difference	Number of Pairs	Mean Scores Pre	Mean Scores Post	z	Level of of Significance	Conclusion
BM	$T_1 < T_2$	11	6.96	8.93	2.54	.0055	Accepted
GP	$T_1 < T_2$	11	7.25	9.47	2.94	.0016	Accepted
SC	$T_1 < T_2$	11	8.28	10.16	2.67	.0038	Accepted
BM/GP/SC	$T_1 < T_2$	11	22.49	28.56	2.94	.0016	Accepted
AU	$T_1 > T_2$	11	7.09	5.14	2.67	.0038	Accepted
CS	$T_1 > T_2$	11	6.54	4.87	2.95	.0016	Accepted
IN	$T_1 > T_2$	11	7.97	6.97	2.23	.0129	Accepted
IT	$T_1 > T_2$	11	4.51	2.59	2.58	.0049	Accepted
PM	$T_1 > T_2$	11	2.08	2.39	-.71	.2389	Not Accepted

Table 4

Summary of Results Obtained from Analysis of Trained-Untrained Teacher Managerial Preference Data Using Wilcoxon Matched-Pairs Signed-Ranks Test of Significance

Variable	Hypothesized Difference	Number of Pairs	Mean Scores T	Mean Scores U	z	Level of of Significance	Conclusion
BM	T > U	11	8.93	6.32	2.94	.0016	Accepted
GP	T > U	11	9.47	8.43	2.23	.0129	Accepted
SC	T > U	11	10.16	7.94	2.67	.0038	Accepted
BM/GP/SC	T > U	11	28.56	22.70	2.85	.0022	Accepted
AU	T < U	11	5.14	7.19	-2.94	.0016	Accepted
CS	T < U	11	4.87	6.70	-2.85	.0022	Accepted
IN	T < U	11	6.97	8.17	-1.43	.0764	Not Accepted
IT	T < U	11	2.59	4.34	-2.14	.0162	Accepted
PM	T < U	11	2.39	2.28	0.00	.5000	Not Accepted

Table 5

Summary of Results Obtained from Analysis of Trained-Untrained Teacher Managerial Behavior Data Using Wilcoxon Matched-Pairs Signed-Ranks Test of Significance

Variable	Hypothesized Difference	Number of Pairs	Mean Scores T	Mean Scores U	z	Level of of Significance	Conclusion
BM	T > U	11	16.83	12.68	1.07	.1423	Not Accepted
GP	T > U	11	23.46	20.53	.62	.2676	Not Accepted
SC	T > U	11	14.59	9.20	1.78	.0375	Accepted
BM/GP/SC	T > U	11	54.88	42.41	2.50	.0062	Accepted
AU	T < U	11	38.62	49.74	2.23	.0132	Accepted
IN	T < U	11	3.18	3.34	.71	.2389	Not Accepted
IT	T < U	11	3.28	4.53	.99	.1611	Not Accepted

Two other studies have examined aspects of the course's effectiveness (Weber, 1981 and 1982b). They are called the Strategies Studies here. The first study examined the classroom management strategies selected by 163 experienced, knowledgeable teachers--teachers who had completed the course--when they were asked to identify those ten classroom management strategies they believed to be most crucial to their teaching effectiveness. The second study was designed as a follow-up to the earlier effort. The purpose of that study was: (1) to identify the managerial strategies perceived by those same teachers one to three years later; and (2) to identify the managerial strategies identified by experienced teachers who had not completed the course.

The trained group consisted of 117 teachers who had completed the course. The untrained group consisted of 117 teachers who had not completed the course and who had been "recruited" by the teachers in the trained group. That is, each of the teachers in the trained group was asked to identify a colleague similar to himself or herself who he or she believed to be willing to participate in the study. Survey research methods were used to obtain data concerning the perceptions of the teachers in the sample. These data were collected using a forty item, self-administered questionnaire; each item described a common management strategy.

The results obtained from both studies are summarized in Table 6 on the next page. These results permit several observations: (1) the perceptions of the trained teachers at Time One indicate a preference for the managerial strategies viewed as effective in the course; (2) the perceptions of the trained teachers held up over time--from Time One to Time Two; (3) the responses of the trained teachers at Time One and at Time Two appear to indicate a fairly high degree of agreement among the trained teachers while the responses of the untrained teachers indicate somewhat less agreement; and (4) the responses of the untrained teachers indicate that they viewed controlling and punishing strategies more favorably than did the trained teachers. Each of these findings suggest that the course had the desired effect.

Summary

The purpose of this paper was to briefly describe a course designed to increase the classroom management effectiveness of preservice and inservice teachers, to briefly describe several studies that have influenced the content

Table 6

Percentage of Trained and Untrained Teachers
Selecting Various Classroom Management Strategies

Classroom Management Strategies	Percentage		
	Trained		
	Time One (N = 163)	Time Two (N = 117)	Untrained (N = 117)
Using Positive Reinforcement	94.5	94.9	57.3
Applying Logical Consequences	91.4	89.7	35.9
Establishing and Maintaining Group Cohesiveness	84.7	84.6	29.1
Establishing and Maintaining Productive Group Norms	80.4	82.1	37.6
Exhibiting Unconditional Positive Regard	79.1	81.2	23.9
Using Time Out and Extinction	77.3	72.6	29.0
Employing Problem-Solving Classroom Meetings	63.2	63.2	21.4
Establishing Clear Expectations and Enforcing Rules	60.1	65.8	82.9
Using Behavior Contracting and Reality Therapy	56.5	52.1	25.6
Employing Democratic Classroom Procedures	49.7	51.3	39.3
Exhibiting Withitness, Overlapping, and Group Focus	42.4	39.3	21.4
Building Positive Teacher-Student Relationships	31.3	35.9	31.6
Displaying Empathic Understanding	31.3	33.3	25.6
Implementing Interesting and Appropriate Lessons	27.0	31.6	56.4
Displaying Realness, Genuineness, and Congruence	25.2	25.6	23.1
Using Mild Desists and Soft Reprimands	23.3	24.8	19.7
Facilitating Movement Momentum and Smoothness	22.7	24.8	22.2
Using Token Economies and Reward Systems	19.6	16.2	17.9
Resolving Conflict and Restoring Group Morale and Unity	11.7	10.3	13.7
Administering Punishment	6.7	6.8	27.4
Giving Clear Directions	4.3	4.3	31.6
Issuing Commands, Directives, and Orders	2.5	2.6	42.7
Utilizing Response Cost	1.8	1.7	17.9
Utilizing Detention, Suspension, and Expulsion	1.2	0.9	33.3
Utilizing Harsh Reprimands	0.6	0.0	70.1
Administering Corporal Punishment	0.0	0.0	51.3
Employing Threats	0.0	0.0	69.2
Utilizing Physical Restraint	0.0	0.0	33.8
Other Classroom Management Strategies (16)	12.3	4.3	9.0

of the course, and to briefly describe several studies that have examined the effect of the course. The first section of this paper reviewed the studies that provided the course's empirical and conceptual basis. An examination of those studies and of the course's content, suggests that the course is empirically and conceptually sound. The third section of this paper reviewed a number of studies that investigated the course's effectiveness. The findings of these studies seem to suggest that the course does impact the attitudes and behaviors of teachers who complete the course in ways that are deemed desirable. Additionally, there is evidence that the course is perceived to be effective by students who take it. Those who would design courses intended to increase the managerial competence of preservice or inservice teachers would do well to consider the potential of a course similar to the one described here.

References

Anderson, L. M., and C. M. Evertson. Classroom Organization at the Beginning of School: Two Case Studies. Austin, Texas: Research and Development Center for Teacher Education, University of Texas at Austin, June 1978.

Berliner, D. C. "Changing Academic Learning Time: Clinical Interventions in Four Classrooms." Paper presented at the annual meeting of the American Educational Research Association, Toronto, March 1978.

Berliner, D. C. "The Acquisition of Knowledge in the Classroom." Paper prepared for the California Commission for Teacher Preparation and Licensing, Sacramento, February 1976.

Bloom, B. S. Human Characteristics and School Learning. New York: McGraw-Hill Book Company, Inc., 1976.

Coker, H. "Empirically Derived Dimensions of Classroom Behavior Related to Pupil Learning." Paper published by the Carroll County CBTC Project, Carroll County, Georgia, November 1977.

Dunkin, H. J., and B. J. Biddle. The Study of Teaching. New York: Holt, Rinehart, and Winston, Inc., 1974.

Evertson, C. M., and L. M. Anderson. "The Student Engagement Rating System." Unpublished paper. Austin: Research and Development Center for Teacher Education, University of Texas at Austin, 1977.

Goldstein, J. M., and W. A. Weber. "Managerial Behaviors of Elementary School Teachers and Student On-Task Behavior." Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1979.

Goldstein, J. M., and W. A. Weber. "Teacher Managerial Behaviors and Student On-Task Behavior in the Elementary School: A Replication." Paper presented at the annual meeting of the Association of Teacher Educators, Washington, February 1980.

Goldstein, J. M., and W. A. Weber. "Teacher Managerial behaviors and Student On-Task Behavior: Three Studies." Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, April 1981.

Good, T. L., and D. A. Grouws, D. A. "Teaching Effectiveness in Fourth Grade Mathematics Classrooms," in G. D. Borich (Editor), The Appraisal of Teaching: Concepts and Process. Reading, Massachusetts: Addison-Wesley Publishing Company, 1977.

Medley, D. M. Teacher Competence and Teacher Effectiveness: A Review of Process-Product Research. Washington, D. C.: American Association of Colleges for Teacher Education, 1977.

Peacock, E. J., and W. A. Weber. "Training in Classroom Management and the Managerial Behaviors of Teachers." Paper presented at the annual meeting of the American Educational Research Association, Boston, April 1980.

Rosenshine, B. V. "Academic Engaged Time." Paper presented at the annual meeting of the American Educational Research Association, New York, April 1977.

Rosenshine, B. V. "Recent Research on Teaching Behaviors and Student Achievement," Journal of Teacher Education, 29:70-76, 1976.

Rosenshine, B. V., and D. C. Berliner. "Academic Engaged Time," British Journal of Teacher Education, 27:61-64, 1976.

Rosenshine, B. V., and N. Furst. "The Use of Direct Observation to Study Teaching," in R. M. W. Travers (Editor), Second Handbook of Research on Teaching. Chicago: Rand-McNally, 1973, pages 122-183.

Weber, W. A. "Classroom Management," in J. M. Cooper (Editor), Classroom Teaching Skills: A Handbook. Lexington, Massachusetts: D. C. Heath and Company, 1977. Chapter 8, pages 283-348.

Weber, W. A. "Teacher Perceptions of Effective Classroom Management Strategies." Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, April 1981.

Weber, W. A. "Classroom Management," in J. M. Cooper (Editor), Classroom Teaching Skills. Lexington, Massachusetts: D. C. Heath and Company, 1982a. Chapter 8, pages 281-363.

Weber, W. A. "Teacher Perceptions of Effective Classroom Management Strategies: A Follow-Up Study." Paper presented as the annual meeting of the American Educational Research Association, New York, March 1982.

Weber, W. A., C. H. Cunningham, J. M. Goldstein, E. J. Peacock, and L. P. Berneman. "The Impact of School District Initiated Classroom Management Training on Beginning Elementary School Teachers." Paper presented at the annual meeting of the American Educational Research Association, Boston, April 1980.

Weber, W. A., J. M. Goldstein, C. H. Cunningham, L. P. Berneman, B. L. Weber, and E. J. Peacock. "A Mini-Instructional System for Increasing Teacher Classroom Management Competence." Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, February 1979.

APPENDICES

Instructional Modules (Classroom Management: I and II)

Sample Course Schedule (Fall 1982)

Suggested Readings for Classroom Management: I and II

Sample Managerial Objectives for Objective 3 of Classroom Management: I

Sample Practice Exercises for Objective 4 of Classroom Management: I

Post-Assessment for Classroom Management: I

Example of Strategy Description for Objective 1 of Classroom Management: II

Sample Practice Post-Assessment Case Studies for Classroom Management: II

Post-Assessment for Classroom Management: II

CLASSROOM MANAGEMENT

Curriculum and Instruction 6375
Department of Curriculum and Instruction
College of Education
University of Houston

CLASSROOM MANAGEMENT: I

Rationale

Classroom management. No other aspect of teaching is so often cited as a major concern by prospective, beginning, and experienced teachers. No other aspect of teaching is a more frequently discussed topic in the professional literature--or the faculty lounge. In short, no other aspect of teaching is viewed as being of greater importance. The reason is quite simple. Classroom management is that complex set of teaching behaviors the teacher uses to establish and maintain those conditions which facilitate effective and efficient instruction. Thus, effective classroom management is prerequisite to effective instruction. Classroom management, then, may be considered as the most important--and the most difficult--task the teacher performs.

The position taken here is that the teacher's competence relevant to classroom management is largely a function of his or her understanding of the dynamics of effective classroom management. Therefore, it is the purpose of this instructional module to enable you to more effectively cope with classroom management problems by helping you to more fully understand the management dimension of teaching. More specifically, because no single approach to classroom management has been found to be best in all situations, it is the intent of this instructional module to help you better understand eight different approaches to classroom management. This intent is predicated on the assumption that you will be more effective with regard to classroom management if you understand the full range of managerial strategies implied by each of these approaches and are able to then select and apply those specific strategies most appropriate to each particular situation.

Objectives

The assumption presented in the preceding rationale provides the basis for the intent of this module and for the following instructional objectives:

1. The student will define the term "classroom management," differentiate the instructional and managerial dimensions of teaching, and make a case for the importance of effective classroom management.
2. The student will describe the four stages of the analytic-pluralistic classroom management process.
3. The student will specify classroom conditions deemed desirable because they promote student on-task behavior and facilitate effective and efficient instruction.
4. The student will analyze existing classroom conditions and identify managerial problems, potential managerial problems, and desirable conditions.

5. The student will describe the nature and dynamics of the authoritarian, intimidation, permissive, cookbook, instructional, behavior-modification, socioemotional-climate, and group-process approaches to classroom management.

Learning Alternatives

The following learning alternatives are provided to assist you in acquiring the objectives specified in this module:

1. Study "Classroom Management" by W. A. Weber in Classroom Teaching Skills edited by J. M. Cooper, (Lexington, Massachusetts: D. C. Heath and Company, 1982), Chapter 8, pages 281-363. Pages 281 through 341 contain information and practice exercises relevant to the five objectives of this module. This information will form the basis for many of the lecture/discussions. The practice exercises will enable you to practice many of the skills implied by the objectives of this module; the instructor will provide feedback relevant to those practice exercises.
2. Read any of the books listed in the "Additional Readings" section of the chapter, pages 360-363. This section provides a listing of most of the more recent books that have been concerned with classroom management. During class meetings, the instructor will discuss many of these books so that you might select those most appropriate to your needs and interests. Many of these books may be found in the Learning Resources Center and the Library; some may be borrowed from the instructor. Additionally, students are encouraged to build their own classroom management mini-libraries.
3. Attend and participate in any of the lecture/discussions which will be conducted by the instructor; a schedule of topics to be discussed has been attached. This schedule may be revised to accommodate the expressed wishes of the students in the class.
4. Meet with the instructor in a one-to-one conference if needed. Such conferences can be arranged at a mutually convenient time. The office phone number of the instructor is 749-3580 and his office is room 152FH. The instructor's home phone number is 526-9106 and may be used in emergencies.

Assessment

The assessment procedures consist of a pencil-and-paper test in which the student is asked to respond to a series of questions and exercises relevant to the objectives of this module. The test will be administered and scored by the instructor; a score of ninety percent accuracy is passing.

Remediation

Should any student fail to reach the criterion level on the assessment, the student and the instructor will work together to design additional learning experiences intended to help the student achieve the objectives of the module. Any student who fails to reach the criterion level on the assessment after three attempts will be asked to withdraw from the course.

CLASSROOM MANAGEMENT: II

Rationale

An understanding--even a thorough, in-depth understanding--of the nature and dynamics of classroom management is but the first step to becoming competent with regard to the managerial dimension of teaching. This knowledge serves as a sound conceptual foundation on which to build the ability to selectively and creatively behave in ways that are consistent with those concerns and that are effective in the consequences they bring about in students; that is, the ability to appropriately use that full range of managerial strategies by which teachers establish and maintain classroom conditions which facilitate effective and efficient instruction and the appropriate behavior of students. The purpose of this module is to help you further develop that ability--the ability to manage the classroom competently.

Objectives

Given the purpose of this instructional module, the following instructional objectives are those that the student is expected to achieve:

1. The student will describe and make a case for ten managerial strategies he or she believes to be effective.
2. The student will analyze a given classroom situation and describe and justify the managerial strategy or strategies most likely to be effective in facilitating and maintaining those classroom conditions deemed desirable.
3. The student will design a data-gathering instrument and a set of data-collection procedures that might be used to evaluate his or her managerial effectiveness within a specified context.
4. The student will evaluate his or her managerial effectiveness.

Prerequisites

The successful completion of the first module, Classroom Management: I, is prerequisite to attempting this module.

Learning Alternatives

The following learning alternatives are provided to assist you in acquiring the objectives specified in this module:

1. Study "Classroom Management," by W. A. Weber in Classroom Teaching Skills edited by J. M. Cooper, (Lexinton, Massachusetts: D. C. Heath and Company, 1982), Chapter 8, pages 281-363. This chapter contains information and practice exercises relevant to the objectives of this module.

2. Read any of the books listed in the "Additional Readings" section of the chapter, pages 360-363. It is recommended that the student read broadly; that is, the student should "sample" from books that represent different viewpoints regarding classroom management. It is expected that the student will find these books to be particularly useful in meeting Objective 1. Most of these books may be found in the Learning Resources Center and the library or may be borrowed from the instructor.

3. Attend and participate in any of the lecture/discussions which will be conducted by the instructor; a schedule of topics to be discussed will be provided. In addition, much class time will be used for practice exercises relevant to Objective 2.

3. Meet with the instructor in a one-to-one conference if needed. Such meetings can be arranged at a mutually convenient time; the instructor's phone number is 749-3580 and his office is room 152FH.

Assessment

The assessment procedures consist of three parts: (1) the first is a paper in which the student describes ten classroom management strategies he or she believes are effective; it is expected that the paper will fully describe each of the managerial strategies and justify the importance and effectiveness of each with appropriate references to the literature; the paper will be used as evidence of achievement with regard to Objective 1; (2) the second is a paper-and-pencil test in which the student is asked to describe and justify classroom management strategies appropriate to a series of simulated classroom management problem situations; the instructor will describe the procedures that will be followed in the administration of this test; the test will be used to provide evidence of achievement with regard to Objective 2; and (3) the third part is a report in which the student presents and describes the data-gathering instrument he or she used to evaluate his or her managerial effectiveness, describes the procedures he or she used to evaluate his or her managerial effectiveness, and summarizes the results obtained through the use of that instrument and those procedures; the report will be used as evidence of achievement with regard to Objectives 3 and 4. The student is expected to submit two copies of the paper and two copies of the instrument and report; in each instance, one copy will be returned to the student and one copy will be retained by the instructor. The paper and report are due at the times listed in the schedule; the test will be administered at the last class meeting. The adequacy of the student's performance on the test and with regard to the paper and report will be judged by the instructor using criteria that will be discussed in class. In all instances, it is expected that the performance of the student will be commensurate with that of a graduate student and master teacher.

Remediation

Should any student fail to demonstrate mastery relevant to the objectives, the student and the instructor would meet and design additional instruction and assessment procedures the student might undertake in attempting to meet the objectives.

CLASSROOM MANAGEMENT

Fall 1982 Schedule

August 30/31.....Overview of the Course. Lecture/Discussion: Objectives 1 and 2 of Classroom Management: I. (Pages 281-288)

September 13/14...Lecture/Discussion: Objective 3 of Classroom Management: I. (Pages 289-291)

September 20/21...Lecture/Discussion: Objective 4 of Classroom Management: I. (Pages 291-304)

September 27/28...Lecture/Discussion: Objective 5 of Classroom Management: I. (Authoritarian, Intimidation, and Permissive Classroom Management Approaches, Pages 304-308)

October 4/5.....Lecture/Discussion: Objective 5 of Classroom Management: I. (Cookbook and Instructional Classroom Management Approaches, Pages 308-311)

October 11/12.....Lecture/Discussion: Objective 5 of Classroom Management: I. (Behavior Modification Classroom Management Approach, Pages 311-318)

October 18/19.....Lecture/Discussion: Objective 5 of Classroom Management: I. (Socioemotional Climate Classroom Management Approach, Pages 318-325)

October 25/26.....Lecture/Discussion: Objective 5 of Classroom Management: I. (Group Process Classroom Management Approach, Pages 325-338)

November 1/2.....Assessment: Objectives 1, 2, 3, and 5 of Classroom Management: I.

November 8/9.....Review/Discussion of Assessment for Classroom Management: I. Lecture/Discussion: Objectives 1, 2, 3, and 4 of Classroom Management: II. (Pages 338-358)

November 15/16....Lecture/Discussion: Objectives 3 and 4 of Classroom Management: II.

November 22/23....Practice Exercise: Objective 2 of Classroom Management: II.

November 29/30....Assessment: Paper for Objective 1 of Classroom Management: II is due. Practice Exercise: Objective 2 of Classroom Management: II.

December 6/7.....Assessment: Report for Objectives 3 and 4 of Classroom Management: II is due. Practice Exercise: Objective 2 of Classroom Management: II.

December 13/14....Assessment: Objective 2 of Classroom Management: II.

CLASSROOM MANAGEMENT

Suggested Readings

Charles, C. M. Building Classroom Discipline. New York: Longman Inc., 1981.

Canter, L., and M. Canter. Assertive Discipline. Los Angeles: Canter and Associates, 1976.

Axelrod, S. Behavior Modification for the Classroom Teacher. New York: McGraw-Hill, 1977.

Buckley, N. K., and H. M. Walker. Modifying Classroom Behavior: A Manual of Procedures for Classroom Teachers. Champaign, Illinois: Research Press Company, 1978.

Clarizio, H. F. Toward Positive Classroom Discipline. New York: John Wiley and Sons, 1980.

Sulzer, B., and G. R. Mayer. Behavior Modification Procedures for School Personnel. Hinsdale, Illinois: Dryden Press, 1972.

Walker, J. E., and T. M. Shea. Behavior Modification: A Practical Approach for Educators. St. Louis: The C. V. Mosby Company, 1980.

Schmuck, R., and P. A. Schmuck. Group Processes in the Classroom. Dubuque, Iowa: William C. Brown Company, 1979.

Stanford, G. Developing Effective Classroom Groups. New York: A & W Visual Library, 1980.

Doyle, W. Classroom Management. West Lafayette, Indiana: Kappa Delta Pi, 1980.

Dreikurs, R., B. B. Gruenwald, and F. C. Pepper. Maintaining Sanity in the Classroom: Classroom Management Techniques. New York: Harper & Row, Publishers, 1981.

Ginott, H. G. Teacher and Child: A Book for Parents and Teachers. New York: Macmillan Company, 1972.

Glasser, W. Schools Without Failure. New York: Harper & Row, 1969.

Gordon, T., with N. Burch. T.E.T.: Teacher Effectiveness Training. New York: Peter H. Wyden Publisher, 1974.

Weber, W. A. "Classroom Management," in Classroom Teaching Skills edited by J. M. Cooper. Lexington, Massachusetts: D. C. Heath and Company, 1982. Chapter 8, pages 281-363.

CLASSROOM MANAGEMENT Managerial Objectives Name _____

1. Students exhibit on-task behavior.
2. Students adhere to school and classroom rules.
3. Students evidence feelings of self-worth.
4. Students feel free to express themselves to the teacher and to one another at appropriate times with appropriate behavior.
5. Students show respect for persons and property.
6. Students communicate openly and honestly during appropriate times.
7. Students manifest positive interpersonal relationships.
8. Students feel accountable for their own behavior and accept the consequences of their actions.
9. Students exhibit group cohesiveness.
10. Students feel that they are treated fairly.
11. Students exhibit cooperativeness and a sharing attitude.
12. Students quickly return to task after interruptions.
13. Students follow directions.
14. Students are prepared for the task at hand.
15. Students function at a noise level appropriate to the activity.
16. Students participate actively in learning tasks.
17. Students display positive feelings about classroom processes.
18. Students manifest the ability to adjust to changing situations.
19. Students exhibit self-discipline and self-control.
20. Students feel comfortable and safe.
21. Students display initiative and creativity within appropriate boundaries.
22. Students serve as resources to one another.
23. Students move from one task to another in an orderly manner.
24. Students support and encourage one another.
25. Students are responsible for individual supplies and materials.
26. Students pay attention to the teacher and to one another.
27. Students believe that they have opportunities to be successful.
28. _____
29. _____
30. _____
31. _____
32. _____

1. Although you have no direct evidence that supports the assertion, Eddie has a reputation as a bully. He is rather large for his age and towers over most of his sixth grade classmates. Having attended to a chore that required you to leave your room for a few minutes, you return to find Eddie holding Harry, a much smaller boy, by the shirt. Eddie's clenched right had is cocked as if he is about to deliver a sharp blow.

_____ Instructional Problem	_____ Managerial Problem
_____ Individual Problem	_____ Group Problem
_____ Problem Needing Attention	_____ Immediate Attention Required
_____ Potential Problem Needing Attention	_____ Eventual Attention Required
_____ Desirable Condition Needing Attention	_____ Monitoring Required

2. While your third grade class is working quietly at their seats, Cindy approaches your desk and in a near whisper says: "During recess someone took the pen I got for Christmass out of my desk. I think Ray took it because he's using one just like it. I don't think he had it before. If I don't get it back, my mom is going to be awful mad."

_____ Instructional Problem	_____ Managerial Problem
_____ Individual Problem	_____ Group Problem
_____ Problem Needing Attention	_____ Immediate Attention Required
_____ Potential Problem Needing Attention	_____ Eventual Attention Required
_____ Desirable Condition Needing Attention	_____ Monitoring Required

3. You enter the chemistry lab to find that the test tubes and beakers you had set up on the demonstration table are now a pile of broken glass on the floor. All of your students are sitting quietly in their appropriate places and are acting as though nothing is amiss.

_____ Instructional Problem	_____ Managerial Problem
_____ Individual Problem	_____ Group Problem
_____ Problem Needing Attention	_____ Immediate Attention Required
_____ Potential Problem Needing Attention	_____ Eventual Attention Required
_____ Desirable Condition Needing Attention	_____ Monitoring Required

CLASSROOM MANAGEMENT: I

Post-Assessment

Name _____ Score _____

Objective One

Please define the term "classroom management."

Objective Two

Please list and briefly describe the four stages of the analytic-pluralistic approach to classroom management.

1.

2.

3.

4.

Objective Three

Please list five student behaviors you believe to be important managerial objectives.

1.

2.

3.

4.

5.

Objective Five

1. Please name the school of psychology that undergirds each of the following approaches to classroom management.

   a. Group process approach.

   b. Behavior modification approach.

   c. Socioemotional climate approach.

2. Please describe the basic assumption or assumptions that underly each of the following approaches to classroom management.

   a. Permissive approach.

   b. Behavior modification approach.

   c. Authoritarian approach.

   d. Cookbook approach.

Objective Five (Continued)

e. Socioemotional climate approach.

f. Intimidation approach.

g. Group process approach.

h. Instructional approach.

3. Please list and briefly describe two managerial strategies representative of the authoritarian approach to classroom management.

a.

b.

4. Please list and briefly describe two managerial strategies representative of the intimidation approach to classroom management.

a.

b.

Objective Five (Continued)

5. Please list and briefly describe four managerial strategies representative of the socioemotional climate approach to classroom management.

   a.

   b.

   c.

   d.

6. Please list and briefly describe four managerial strategies representative of the behavior modification approach to classroom management.

   a.

   b.

   c.

   d.

Objective Five (Continued)

7. Please list and briefly describe three managerial strategies representative of the instructional approach to classroom management.

   a.

   b.

   c.

8. Please list and briefly describe three managerial strategies representative of the group process approach to classroom management.

   a.

   b.

   c.

9. Please list two prescriptions representative of the cookbook approach to classroom management.

   a.

   b.

Objective Five (Continued)

10. Please provide classroom examples for each of the following managerial strategies.

a. Positive reinforcement.

b. Mild desist.

c. Withitness.

d. Time out.

e. Logical consequence.

f. Smoothness.

g. Unconditional positive regard.

h. Cohesiveness.

i. Token economy.

j. Empathy.

Objective Five (Continued)

11. In the space provided in front of each of the statements below, please place the letter that correctly identifies the classroom management approach that the statement represents. Please use the following code: AU-authoritarian; BM-behavior modification; CB-cookbook; GP-group process; IN-instructional; IT-intimidation; PM-permissive; and SE-socioemotional climate.

____ 1. The teacher should understand that effective classroom management is the result of the teacher establishing and maintaining control.

____ 2. The teacher should recognize that a central role of the teacher is to use a variety of instructional strategies to prevent and solve discipline problems.

____ 3. The teacher should understand that reinforcement is useful for strengthening desirable behaviors the student has learned.

____ 4. The teacher should recognize that it is important that he or she tolerate all forms of student behavior if students are to reach their fullest potential.

____ 5. The teacher should foster cohesiveness by helping students perceive membership as attractive and satisfying.

____ 6. The teacher should view teacher realness, acceptance, and empathy as keys to effective classroom management.

____ 7. The teacher should recognize that a central role of the teacher is to reward appropriate student behavior and avoid rewarding inappropriate student behavior.

____ 8. The teacher should understand that effective classroom management does not impose limits on students.

____ 9. The teacher should recognize that classroom climate greatly influences learning and the teacher greatly influences the nature of that climate.

____ 10. The teacher should understand that it is important to establish and maintain classroom group cohesiveness and productive norms.

____ 11. The teacher should recognize that a central role of the teacher is to control students through the use of such force as is necessary.

____ 12. The teacher should treat all students the same as equity is a key to good discipline.

____ 13. The teacher should create good discipline with lessons that students will find interesting and motivating.

____ 14. The teacher should understand that a central role of the teacher is to establish and maintain order in the classroom.

____ 15. The teacher should focus on the problem and the situation, not the personality or character of the student, when dealing with a discipline problem.

____ 16. The teacher should reinforce appropriate student behaviors in ways that recognize that rewards are unique to the individual student.

____ 17. The teacher should be fair but firm from the beginning because it is easier to relax control than it is to impose it once it is lost.

Objective Five (Continued)

___ 18. The teacher should understand that effective management is largely a function of his or her ability to punish student misconduct when it occurs.

___ 19. The teacher should understand that it is important to help students develop communication, leadership, and problem-solving skills.

___ 20. The teacher should recognize that a central role of the teacher is to establish and maintain a positive relationship with each student.

___ 21. The teacher should plan and use appropriate instructional activities to promote appropriate student conduct.

___ 22. The teacher should recognize that a central role of the teacher is to use tried-and-true techniques in dealing with discipline problems.

___ 23. The teacher should understand that effective classroom management operates on the assumption that student behavior is learned.

___ 24. The teacher should recognize that a central role of the teacher is to provide a setting in which students are free to act as they wish.

___ 25. The teacher should understand that effective classroom management is largely a function of good teacher-student relationships.

___ 26. The teacher should recognize that a major task of the teacher is to establish and maintain a productive, task-oriented classroom group.

___ 27. The teacher should understand that effective classroom management is nothing more than the application of common sense.

___ 28. The teacher should recognize that rewarded behavior is likely to be continued and unrewarded behavior is likely to be discontinued.

___ 29. The teacher should understand that effective classroom management is often accomplished through the use of threats and punishment.

___ 30. The teacher should recognize that the teacher should be fair, firm, and consistent in dealing with students.

___ 31. The teacher should understand that the manner in which he or she communicates with a student is decisively important.

___ 32. The teacher should view well-planned lessons as an effective means of achieving order in the classroom.

___ 33. The teacher should understand that effective classroom management seeks to help the class become responsible for its actions.

___ 34. The teacher should recognize that the proper use of sarcasm and ridicule can be effective in controlling student behavior.

___ 35. The teacher should be aware that punishment often has negative effects that the application of logical consequences does not have.

___ 36. The teacher should help students understand that certain rules are to be followed and are not open to negotiation or debate.

___ 37. The teacher should understand that it is important that he or she knows what is going on in the classroom.

Objective Five (Continued)

____ 38. The teacher should understand that it is important to establish and enforce reasonable rules.

____ 39. The teacher should understand that effective classroom management is the result of instruction that gives students the opportunity to be successful.

____ 40. The teacher should understand that it is important to establish a physical and psychological environment in which the student is free to say and do anything he or she wants to.

Problem-Solving Classroom Meetings

Description

Problem-solving classroom meetings are a group process approach managerial strategy. Thus, this strategy is based on the theoretical assumption that schooling occurs within a group context and that one of the teacher's central tasks is to establish and maintain an effectively functioning classroom group.

The problem-solving process included five major steps: (1) identifying the problem; (2) analyzing the problem; (3) evaluating alternative solutions; (4) selecting and implementing a solution; and (5) obtaining feedback and evaluating the solution (Weber, 1977, pages 330-331). Inherent in this approach is the belief that given the opportunity, taught the skills, and provided the necessary guidance, students will make responsible decisions regarding their classroom behavior. All problems relative to the class as a group may be discussed; problems may be suggested by the students or by the teacher. This also included non-school problems (Glasser, 1969, page 128).

A problem-solving meeting must stay purposive; the purpose is to solve a problem "owned" by the group. Effort is directed toward: defining the problem; suggesting solutions; making a commitment to a plan of action; implementing the plan; and evaluating the results obtained. A meeting should not be used to indict, punish, or attack a "wrong-doer." Activities should always be directed toward finding a solution (Glasser, 1969, page 129). Handled positively, classroom meetings show children constructive ways to handle problems while discouraging fault-finding. The teacher participates but mainly reflects attitudes and never judges (Glasser, 1969, page 131). Seating arrangements for this kind of meeting should be a tight circle; the teacher should be a part of that circle. Reasons for this include eye contact and the sense of cohesiveness fostered by such a physical setting (Glasser, 1969, page 132).

Justification

Individuals live and work within a variety of group contexts. All individuals are confronted with problems which are group problems. Therefore, it is helpful to both individual group members and the group if members learn to define, discuss, and solve problems which concern the group. This, therefore, becomes a very pragmatic justification for using this group process strategy in school settings.

Other justifications can, however, be enumerated. First, once children learn to participate in such a process, they learn the world is not a hostile place beyond their ken, that difficult problems can be addressed and solved (Glasser, 1969, page 123). Second, research supports the idea that children who perceive themselves as controlling their destinies make greater academic achievement than students who do not (Glasser, 1969, page 123). Third, some value is evident in just discussing the problem. Each student learns that he or she affects other students and his or her ideas count; he or she becomes less afraid to discuss and then to tackle problems. Fourth, classroom meetings help the student develop group skills relevant to his or her life and help him or her see the relevance of other aspects of school. And fifth, this classroom management technique requires students to engage in careful thought concerning problems which have no "right answers." Too often schools imply that memorization is enough, that there are pat answers to all questions. How unrealistic and how unfair this is to the student who then leaves school expecting an "either-or" world. The problem-solving process contrasts blind obedience to rules, encourages creativity, and fosters development of individual value systems (Glasser, 1969, page 38). Certainly then the use of this management technique is justified by its positive effect on the group and on the individual.

CLASSROOM MANAGEMENT: II

Post-Assessment Case Studies

Problem One

You are alarmed to find--upon returning from lunch a bit earlier than usual--two of your very best students--Jim and Stew--going through your desk. Although a quick look doesn't indicate that the lock has been forced, you are reasonably sure that you locked your desk before going to lunch because it contains both class picture money and a test you were scheduled to give your sixth graders that afternoon. What do you do?

Problem Two

Convinced that Bobby's antics were attention seeking attempts on his part, you have worked hard not to reinforce his misbehavior. In effect, you have tried to ignore his misconduct and--on those rare occasions when he behaves appropriately--to reinforce his appropriate behavior. However, you begin to detect that your other fourth grade students are increasingly annoyed by Bobby's behavior. Your feelings in this regard are supported by a comment from one of your better students who says during a quiet seatwork session: "We're all getting pretty tired of your antics, Bobby! If you don't stop bothering us and keeping us from doing our work you're gonna have your mouth stuffed with a knuckle sandwich! You really are a pest!" What do you do?

Problem Three

Your second graders have been divided into four groups for reading instruction. Your typical--and well-established--pattern is to work with one of the reading groups in the "reading corner" in a front corner of the room while the other three groups do quiet seatwork. As you work with your slowest reading group, the "Bluebirds," you see that several children in the far corner of the room are talking and laughing in a manner which appears to be disruptive to the children near them. What do you do?

CLASSROOM MANAGEMENT: II

Post-Assessment

Problem One

Cindy is a five-year old girl in your all day kindergarten class. She is one of twenty-five children who are members of your class. Your instructional program has been designed to provide many opportunities for your students to work alone and in small groups during the school day. You have noticed that when students are to be working alone or in small groups--a major aspect of your efforts to individualize instruction--Cindy behaves quite well. She stays on task and works hard; it is very rare that she bothers any of the other children. However, you have noticed that during large group, total class activities, Cindy's behavior is becoming increasingly disruptive. She calls out when not appropriate to do so, "meddles" with her neighbors, and climbs on the furniture, for example. You have been very patient in trying to help Cindy improve her conduct. Thinking that many of her actions were attention seeking in nature, you have been careful not to reinforce her misconduct. However, during the seventh week of the school year, as you are working with the total class, you turn from the blackboard to find Cindy sitting on her desk. The other children are giggling softly. What do you do?

Problem Two

During the first four months, your fifth period social studies students have been generally well-behaved. You seem to have a particularly good relationship with each of these twelfth graders. All have been rather well-behaved and productive. Using student preferences, you have divided the class into small work groups of three or four students. Each group of students has just begun to work together on a project which is due in two weeks. As you walk about the room, it appears that each of the groups is working well. However, as you approach a group consisting of Bob, Jim, Mike, and Stew, you overhear Bob talking to the other boys: "I don't know why I got stuck with a bunch of turkeys like you guys. The three of you are so straight you sleep standing up. You're so dumb you think a good joint is a knee or an elbow!" Bitterly, but quietly, Stew retorts: "You've got it all wrong, sweetheart. Nobody wanted to work with you. None of us picked you to work with. You're always causing trouble. Just 'cause we refuse to smoke pot with you doesn't make us weird so shut up and get to work, punk!" Jim and Mike echo Stew's sentiments. What do you do?

Problem Three

You are generally very pleased with your second grade class. After only two months of school you find that, for the most part, they are very well-behaved. As they are engaged in quiet seatwork activities in which they are to work some mathematics problems, you move about the room providing assistance to those who appear to need it as they work on the series of ten practice problems. Andy, perhaps the poorest student in the class, seems to be experiencing difficulty with his work. Because he appears to be very frustrated with the work, you move toward his desk and quietly ask: "Andy, could you use a little help?" He seems to be startled to see you at his desk and, much to your surprise, he slams down his pencil, stands up, and says: "I just can't do this damn stuff!" With that he storms toward the door. As he passes your desk, he kicks the wastepaper basket. The force of his kick sends it across the front of the room. When it comes to rest, it is clear that he has put a huge dent in the wastepaper basket. Sheepishly, Andy turns toward you as the other children look on in shock. What do you do?

Problem Four

When school began two weeks ago, you told your thirty-two seventh grade social studies students that they would have to sit in assigned seats until you learned their names. Yesterday you told them that you now knew everyone so that each could sit where he or she wanted to sit. Today, as you enter your classroom, you see what appears to be two subgroups: all the boys are clustered on one side of the room and all the girls are clustered on the other side of the room. You also notice that desks have been moved to accentuate this division. What do you do?

Problem Five

Sidney is the smallest child in your first grade class. During the first two weeks of school, he has acquired a reputation as a child who cannot keep his hands to himself. Sidney struck a safety patrol member who warned him about crossing the street in a dangerous manner. On several occasions he has struck classmates when he has been in a bad mood or has felt picked on. Indeed, whenever Sidney is corrected for his behavior, he has attempted to attack the person who is doing the correcting. He has attempted--and failed--to strike you on two occasions. Both of these were times when you assigned Sidney to time-out because of his misbehavior. Sidney seems to like school and does reasonably well academically but his personal and social skills are a bothersome problem. As you are working with a small group of children, a scream of pain rocks the room. Bobby, one of your students, with tears in his eyes, points to Sidney and says: "He hit me!" What do you do?

Problem Six

Arthur and Mike sit next to each other in your fourth grade classroom. You have noticed during the first month of school, that Arthur often, in very subtle ways, is able to antagonize Mike and "get a rise out of him." On several occasions you have brought this to their attention and have expressed your displeasure with that conduct. As you return to your classroom from a quick trip to the office, you find Mike on top of Arthur on the floor and giving Arthur a pretty good working over. Mike is saying: "I've taken all I'm gonna take from you!" The other children seem to be cheering Mike and say things like: "You got it coming, Art!" and "Now you know how it feels, don't ya?" What do you do?

Problem Seven

Your second graders have been divided into four groups for reading instruction. Your typical, and well-established, pattern is to work with one of the reading groups in the "Reading Corner" in a back corner of the room while the other three groups do quiet seatwork activities. As you work with your slowest reading group--the "Raiders"--and have them read aloud, you see that several children--Bobby, Fred, and Mark--in the far corner of the room are talking and laughing in a manner that appears to be disturbing to the children near them. What do you do?

Name _____

Problem 1 2 3 4 5 6 7

Solution

Justification